

California Commission on Teacher Credentialing



Request for Applications For Teacher Residency Expansion Grants

Who Is Eligible to Apply?

Eligible applicants for Teacher Residency Expansion Grants are local education agencies (LEAs), or a consortium of LEAs, currently working in partnership with one or more Commission-approved preparation programs within a regionally accredited institution of higher education (IHE) that operates a teacher residency pathway for the proposed credential area. Eligible applicants must have a CD/CDS code issued by the California Department of Education (CDE). LEAs that are not currently working in partnership with an IHE-based Commission-approved teacher residency pathway program are not eligible to apply for a Teacher Residency Expansion Grant but are eligible to apply for an upcoming Teacher Residency Implementation Grant competition. Applicants should note that there is a statutory 80 percent (80%) match requirement for each grant dollar received. Matching funds may be actual funds and/or in-kind match.

Available Funding

Grant awards of up to \$25,000 per resident participating in the Teacher Residency Expansion Grant Program are available for the purpose of expanding existing LEA/IHE partnerships currently operating a Commission-approved teacher residency pathway. Expansion efforts must include the preparation of residents in either of the following: (a) designated shortage fields including special education, bilingual education, computer science, science, technology, engineering, mathematics (STEM), transitional kindergarten (TK), or kindergarten and/or (b) local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse teacher workforce that reflects a local education agency community's diversity. Applicants should note that this funding is intended to supplement and not supplant existing LEA and IHE teacher residency programs and efforts.

Project Period

Up to five years, through June 30, 2026.

Due Date for Receipt of Applications at the Commission Office

Friday, April 15, 2022 by 5:00 p.m. PDT

All emailed applications must be received at the Commission by this date and time.
Paper copies must be received or postmarked by this same date and time.

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Request for Applications Teacher Residency Expansion Grants

Section I: Introduction

Introduction

This Request for Applications (RFA) is to provide grant awards of up to \$25,000 per teacher candidate in a residency program within the jurisdiction of the LEA grant recipient. Grant applicants (LEAs) must have a CD/CDS code issued by the CDE and consist of one or more, or any combination – including a consortium - of the following: school districts, county offices of education, charter schools, regional occupational centers, or programs operated by a joint powers authority or a county office of education as defined in Education Code Section 56034, that are currently operating a Teacher Residency Program in partnership with a Commission-approved preparation program offered by a regionally accredited Institution of higher education (IHE). Please see [Appendix K](#) for a recent Program Sponsor Alert (PSA) regarding the definition for “regionally accredited” as it applies to institutions of higher education and LEA/IHE partnerships related to teacher residency programs ([AB 320](#)).

These grant funds may be used to expand current residency programs to prepare residents for (a) a designated shortage field including special education, bilingual education, computer science, science, technology, engineering, mathematics (STEM), transitional kindergarten (TK), or kindergarten, and/or (b) meeting local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse teacher workforce that reflects a local education agency community’s diversity. Expansion efforts may include activities such as: recruiting residents from one of the shortage areas listed in [Appendix A \(c\)\(1\)](#), increasing the number of residents supported annually, adding new LEA or IHE partners to an existing program, implementing a new pathway into an existing program that was developed using capacity grant funding, etc. Expansion efforts must include a collaborative partnership among the LEA and IHE members as there are both individual and shared responsibilities for each entity. One key role belonging to the LEA partner is the management of the grant funds, and key roles belonging to the IHE educator preparation program is the enrollment of candidates in the IHE program and recommendation of the preliminary credential upon the residents’ completion of the program. Shared roles between both partners include the joint completion of reporting requirements, recruiting efforts, and support for residents during and beyond the teacher residency program year.

Grant funding is available for encumbrance through June 30, 2026. The 2021 Budget Act legislation ([Appendix A](#)) authorizes the Commission on Teacher Credentialing (Commission) to provide competitive grants to eligible entities for Teacher Residency Grants. Per statute, the grant funds must be matched by the grantee LEA or consortium on a \$0.80 per every one grant dollar basis. Matching funds may be actual dollars or in-kind.

Allowable Activities and Use of Funds

Applicants operating a Teacher Residency program may expand the current program and/or may expand the program to include any or all of the allowable designated shortage areas or diversification of the teacher workforce efforts named above. See the [Definition of Terms as Used in this RFA](#) table for an explanation of the eligible credentials for residencies.

Information for Applicants – Program and Resident Obligations

Applicants should note the following obligations of the authorizing statute with respect to the obligations of both the LEA/IHE partners as well as the residents participating in the Teacher Residency Expansion Grant Program.

LEA Teacher Residency Expansion Program Obligations:

- Applicants should refer to the full text of the [authorizing statute](#) with respect to their monitoring and fiscal obligations if awarded a Teacher Residency Expansion Grant.
- The partnership should consider in their planning:
 - Addressing and incorporating the key characteristics and components of effective residencies ([Appendix J](#)).
 - Recruiting the appropriate number of residents to ensure there will be an employment opportunity for each resident to fulfill the mandated four-year service commitment.
 - Establishing a hiring process or timeline that allows for residents to secure employment within their residency program LEA soon after completing all teacher preparation program/graduation requirements.
 - Creating an enrollment schedule that allows for residents to begin their field work assignments on or before the first day of LEA pupil instruction and remain in their assignment until the last day of LEA pupil instruction.

Participants in Teacher Residency Expansion Program Obligations:

- Service Commitment and Grant Repayment
Authorizing Legislation requires a service commitment from the residents supported using grant funding. AB 130 Section 44415.5 (j) and (k): A candidate in a teacher residency program sponsored by a grant provided pursuant to subdivision (c) shall agree in writing to serve in a school within the jurisdiction of the grant recipient that sponsored the candidate for a period of at least four school years beginning with the school year that begins after the candidate successfully completes the initial year of preparation and obtains a preliminary teaching credential. A candidate [resident] who fails to earn a preliminary credential or complete the period of the placement shall reimburse the sponsoring grant recipient the amount of grant funding invested in the candidate's residency training. The amount to be reimbursed shall be adjusted proportionately to reflect the service provided if the candidate [resident] taught at least one year, but less than four years, at a school within the jurisdiction of the sponsoring grant recipient. A candidate [resident] shall have five school years to complete the four-school-year teaching commitment.
(k) If a candidate [resident] is unable to complete a school year of teaching, that school year may still be counted toward the required four complete school years if any of the following occur:
(1) The candidate [resident] has completed at least one-half of the school year.
(2) The employer deems the candidate to have fulfilled their contractual requirements for the school year for the purposes of salary increases, probationary or permanent status, and retirement.
(3) The candidate [resident] was not able to teach due to the financial circumstances of the sponsoring grant recipient, including a decision to not reelect the employee for the succeeding school year.
(4) The candidate [resident] has a condition covered under the federal Family and Medical Leave Act of 1993 (29 U.S.C. Sec. 2061 et seq.) or similar state law.

- (5) The candidate [resident] was called or ordered to active-duty status for more than 30 days as a member of a reserve component of the Armed Forces of the United States.

Information for Applicants – Future Grant Opportunities

Authorizing legislation allocated \$350 million over a five-year project period for all Teacher Residency Grant Programs. As such, Commission staff anticipates that funds will remain after the 2021-22 fiscal year RFA process.

Once the first round of each grant competition has been awarded, in late spring 2022, the Commission will release the application schedule for the 2022-23 fiscal year. Funding competitions will be offered on a rotating basis until the full \$350 million has been awarded. The 2022-23 funding opportunities will include all three grant types:

1. Teacher Residency Capacity: grants are intended to prepare an LEA/IHE partnership to build capacity for and plan to implement a future residency program.
2. The Teacher Expansion: grants are intended for LEAs already working in partnership with one or more regionally accredited IHEs. The partners use expansion funds to establish a new teacher residency program to operate within the IHE Commission-approved teacher preparation program.
3. Teacher Residency Implementation: grants are intended for programs that are prepared to implement a new residency pathway.

The anticipated release of the next Teacher Residency Expansion Grant RFA is April 2022 with a late summer/early fall 2022 due date.

Information for Applicants – Charter Schools and Charter Management Organizations (CMO)

Applicants from charter schools should note the following regarding eligibility to apply for and to potentially receive a Teacher Residency grant:

- The application must be submitted by a charter school with a CDS Code. It cannot be submitted by a CMO. The applicant charter school may apply as a single school or as the lead applicant for a consortium of charter schools.
- A CMO may partner with the applicant charter school, but the named charter school must be in the lead role as described in the proposal. The charter school identified must be the manager of the Teacher Residency Expansion Grant Program and can be assisted by any of its partners.
- The signature on the cover page must be from an administrator/leader from the applicant charter school with the CDS code. Staff checks the signature against the names shown on the [CDE Schools Directory](#). The CEO of a CMO is not an acceptable signer on behalf of the applicant and submission of a signature from a CEO rather than from the applicant charter schools will result in the proposal being deemed ineligible.
- The fiscal agent must be from the charter schools that is submitting the application. The funds for this grant opportunity are Proposition 98 funds and can ONLY be distributed to an entity with a CDS code. If the CMO, or other business organization, is listed as the fiscal agent on the cover page, the proposal will be deemed ineligible.

Key Dates in the Application Process

Date	Activity
March 11, 2022	Request for Applications (RFA) issued
March 25, 2022	Written questions about the RFA due to the Commission
March 25, 2022	Intent to Apply due (optional)
April 4, 2022	Responses to written questions posted and distributed
April 15, 2022, by 5:00 p.m. *	RFAs must be received by the Commission
April 18 – May 6, 2022	Review of applications
May 9, 2022	Announcement of Grant Awards

*The due date for this Teacher Residency Expansion RFA is a quick turnaround for those programs that are ready now to apply for grant funds and enroll residents fall 2022. The anticipated release of the next Teacher Residency Expansion Grant RFA is April 2022 with a late summer/early fall 2022 due date.

Notice of Intent to Apply

Entities with an interest in responding to this RFA are encouraged to submit a Notice of Intent to Apply ([Appendix B](#)) via email to TeacherResGrants@ctc.ca.gov by **March 25, 2022**. The purpose of this notice is to inform the Commission of interested applicants so that any additional information about the RFA may be provided, including responses to written questions (see below). Submission of an Intent to Apply form is not a promise or obligation to submit an application, and a lack of submitting an Intent to Apply form does not disqualify or preclude an applicant from submitting an application in response to this RFA.

How to Submit Written Questions about this RFA

Applicants who have questions about information contained in this RFA may submit questions via email with “Teacher Residency Expansion Grant Questions” in the subject line **by March 25, 2022**, to: TeacherResGrants@ctc.ca.gov. Responses to written questions submitted by the deadline will be distributed to those who have submitted the Intent to Apply form and will also be posted on the Commission’s website.

Section II: How to Respond to this RFA

Definitions of Terms as Used in this Request for Applications (in alphabetical order)

Term	Definition as Used in this RFA
Cohort	A group of Teacher Residents who share common experiences in coursework and/or other support services while participating in a Teacher Residency program.
Encumbrance	A planned expenditure of grant funds.

Experienced Mentor Teacher	<p>An “experienced mentor teacher” for purposes of the Teacher Residency Expansion Grant Program is an educator who meets all of the following requirements:</p> <p>(A) Has at least three years of teaching experience and holds a clear credential in the subject in which the mentor teacher will be mentoring.</p> <p>(B) Has a record of successful teaching as demonstrated, at a minimum, by satisfactory annual performance evaluations for the preceding three years.</p> <p>(C) Receives specific training for the mentor teacher role and engages in ongoing professional learning and networking with other mentors.</p> <p>(A) Receives compensation, appropriate release time, or both, to serve as a mentor in the initial preparation or beginning teacher induction component of the teacher residency program.</p>
Matching Funds	Actual dollars or the in-kind value of services or other expenditures from the grantee’s own resources.
Program Administration Costs	The costs of operating the grant program that may include personnel, facilities, and other related costs to administer the grant program as designed by the grantee LEA or consortium.
Service Obligation	A requirement for Teacher Residency Grant participants to teach for the grantee LEA or consortium for a specified amount of time consistent with the applicable provisions of the Teacher Residency Grant legislation.
Special Education	Refers to all of the Special Education credentials.
STEM	Refers to “Science, Technology, Engineering, and Mathematics.” For purposes of the Teacher Residency Expansion Grants, the applicable STEM credentials are all of the science credentials, including Foundational Level Science; the mathematics credentials, including Foundational Level Mathematics; and Instructional and Technology Education.
Teacher Residency Program	A “Teacher Residency Program” is a program that partners an eligible LEA or consortium with one or more Commission-approved teacher preparation programs offered by a regionally accredited institution of higher education in which a [resident] teaches at least one-half time alongside a teacher of record, who is designated as the experienced mentor teacher, for at least one full school year while engaging in initial preparation coursework.
Teacher Residency Grant Program	A state grant program authorized under the provisions of EC §44415 and §44415.5 that provides funding for the development of teacher residency programs.

Application Process

LEA applicants must already be partnering with one or more Commission-approved preparation program within a regionally accredited IHE that operates a teacher residency pathway for the proposed credential area. The program must be positioned to apply grant funds in the 2022-23 academic year to expand the

current partner teacher residency program.

Applicant LEAs in partnership with their collaborating IHE(s) must provide a written response to all items listed in section below titled, “Components to be Addressed in the Applicant’s Response.” This documentation should provide evidence to substantiate that the applicant LEA is currently partnering with a viable teacher residency pathway that meets the requirements of statute and that the applicant LEA or consortium has the capacity to expand the current program along with its partner IHE(s).

Components to be Addressed in the Applicant’s Response

Applicants must provide a narrative response to this RFA as described in the selection criteria below. Responses should be focused, concise, and provide sufficient but not overly extensive information to substantiate how the applicant’s proposed expanded teacher residency program addresses the specified criteria. In order to be considered, responses must include all of the components indicated. Responses to this RFA must reach the Commission, according to the submission information provided in Section III, no later than **5:00 p.m. PDT on April 15, 2022.**

Responses must include a cover page ([Appendix C](#)) that identifies contact persons and the fiscal agent at the LEA entity, including mailing address, CD/CDS code, telephone, and email information.

Important note: *The Commission will use the contact information provided on the cover page as the sole point of contact for each grantee. Please carefully select the individuals who will be responsible for all communications relating to the grant application and, if successful, to the grant program when funded.*

1. Overview of the Current Operational Teacher Residency Partnership between the Applicant LEA and the Collaborating IHE(s) (5 points)

Provide an overview of the residency program currently offered by the partner IHE in collaboration with the LEA or consortium.

- a) Describe how the local partnership is organized, the roles of the applicant LEA and the IHE within the partnership.
- b) Describe the factors that make the partnership effective in operating a residency program.
- c) Indicate evidence of the success of the currently operational residency program in producing credentialed teachers for California public schools.
- d) Provide evidence of authentic partnership between the LEA-IHE (e.g., MOUs, vision statements, mutually developed teacher resident and mentor profiles used for recruitment, aligned training, efforts to reduce duplicative coursework and field work experiences, etc.) as well as additional information on collaboration with other entities essential to a residency model’s success (e.g., collective bargaining units to ensure residents are hired, human resource departments to ensure there are enough openings projected to support the number of residents annually, etc.).
- e) Provide an assurance that the LEA and IHE academic calendars are aligned to ensure residents will engage in a full year of clinical practice.

- f) Briefly outline the LEA's ability to provide employment opportunities/other financial supports to residents outside of grant funding.

2. Local Need for Special Education, STEM, Computer Science, TK, Kindergarten, and/or Bilingual Education Teachers OR to Diversity the Teacher Workforce of the LEA(s) to Match the LEA(s) Community's Diversity (10 points)

Complete both pages of [Appendix D](#) to indicate:

- The target number of residents by credential type.
- The schools in which residents would potentially be placed.
- The rationale for the selection of the identified resident placement schools.
- Identification of the partner IHE(s) by residency area.

After completing Appendix D, include a narrative response to describe and provide data to support the local need to expand on the current residency program in order to prepare additional teachers for the selected residency areas. Descriptions must include but are not limited to:

- A description of prior efforts to meet local shortage and/or diversity needs and how those needs will be met with the proposed expansion efforts.
- The plan for recruiting the appropriate number of residents to ensure there will be an employment opportunity for each resident to fulfill the mandated four-year service commitment.

3. The Expanded Teacher Residency Program to be Implemented (15 points)

Describe each of the following:

- Provide the annual target number of candidates for the program, and how they would be recruited and enrolled in the Teacher Residency Expansion Grant Program.
- Whether the current focus of the existing residency program would remain the same or would expand to any additional allowable credential areas.
- How the proposed Teacher Residency Expansion Grant Program would build on/supplement but not supplant either the current teacher residency program or local/IHE efforts.
- How many mentor teachers are currently working with the existing residency program and how many additional mentor teachers would be needed for the expansion.
- How the program will utilize existing structures to recruit, select, and train new mentors.
- How consistency and coherence will be assured across multiple school sites, content areas, and school administrations.
- Any modifications and/or improvements to the currently operating teacher residency program that would be implemented within the Teacher Residency Expansion Grant Program and the rationale for these modifications/improvements.

Note: In responding to this section of the criteria, applicants should review the Key Characteristics of an Effective Residency Program ([Appendix J](#)).

4. Key Program Personnel and Shared Program Governance (5 points)

Provide a chart or graphic that identifies the management staff from both the LEA or consortium and the IHE(s) who will be responsible for the shared overall management of the Teacher Residency Expansion Grant, including position title, roles and responsibilities, and the full time equivalent (FTE) of each position. Identify which staff will be responsible (a) for the overall management of the grant, (b) for the fiscal management of the program, and (c) for assuring that the Teacher Residency Expansion Grant functions as a consistently shared responsibility between the LEA or consortium and the partner IHE(s).

Identify other key staff who may not have direct program administration responsibilities but who will have important roles in implementing the Teacher Residency Expansion Grant Program. For example, these other key staff could include individuals serving within the program such as mentor teachers, co-teachers, professional learning community leaders/organizers, and others whose services and contributions are or will be critical to the successful implementation of the expanded program. Broad constituency involvement is encouraged and is a best practice as LEA and IHE partnerships consider the structure and sustainability of a teacher residency program. Representatives from groups such as Human Resources staff, LEA leadership, site administrators, union leadership, etc., should participate in designing an innovative staffing plan that includes hiring of residents and a plan to retain them. (Per authorizing legislation, [see \(i\)\(j\) of Appendix A.](#))

5. Sustainability (15 points)

Provide a narrative response that describes the plan for and identifies the staff member(s) responsible for assuring program sustainability once grant funding sunsets. To prepare the response to this question, applicants may wish to review information on best practices for teacher residency sustainability including this [report](#) published by Bank Street and the Learning Policy Institute as well US Prep's [strategic staffing](#) resource.

6. Data Collection, Evaluation Reporting, Assurances, and Partnership Agreements (10 points)

Complete both pages of [Appendix E](#). After completing Appendix E, applicants will also submit a narrative response describing their current processes to collect, analyze, report, and use data regarding the outcomes of their current operational teacher residency program(s).

The list below of evaluation criteria is provided **for information and planning purposes only**. Appendix E requires applicants to provide an assurance that, if funded, they will respond to the Commission's requirements for data collection, evaluation, and reporting, as listed below and as required by statute.

Note: These data types may change as a result of any future legislation concerning the Teacher Residency Grants.

- a) The number of residents proposed to be trained in the designated shortage fields specified in Appendix A(c)(1)(A&B).
- b) The range of total financial support provided to residents, such as stipends or

- tuition support.
- c) The average per-resident costs of the program, including matching funds provided by the grantee and sources of these funds.
- d) Information regarding the effectiveness of the Teacher Residency Grant Program in recruiting, developing support systems for, and retaining residency program completers.
- e) The percentage of program participants who complete the residency program and earn a preliminary teaching credential.
- f) The extent to which program graduates are teaching in high-need subjects and locations.
- g) The number and percentage of program graduates who teach in the subject area matching the credential earned and the clinical placement of the residency program.
- h) The number and percentage of program graduates who teach in a school where 50 percent or more of the enrolled pupils are eligible for free or reduced-price meals.
- i) The extent to which program graduates increase the diversity of the grant recipient's workforce, including the number and percentage of program graduates who are members of traditionally underrepresented groups.
- j) Teacher retention rates for program graduates within the LEA grant recipient.
- k) Residency program graduate achievement on the Teaching Performance Assessment (TPA).
- l) The percentage of program participants who complete induction and earn a clear teaching credential.
- m) Results from candidate and program graduate surveys of the quality of preparation they received.
- n) Best practices found to be effective in implementing the program.
- o) Factors promoting or hindering program implementation.
- p) Lessons learned in order to inform future investments in residency programs.

7. Budgets and Budget Narratives for Each Program Year, including Matching Funds (10 points)

Important Note: Applicants should keep in mind the intent of the authorizing legislation is to provide funding based on a total allowable grant-funded expenditure of \$25,000 per participating resident. The funds are intended to provide a maximum of direct services and/or related services that directly benefit the participating residents. With that priority in mind, applicants may budget up to five percent (5%) of their grant award for program administration as well as a locally determined percentage of grant funding from the program staff costs category. Applicants may also choose to use any percentage of matching funds to provide for additional program administration services uncovered by program administration and staff cost funding.

Directions for Responding to the Budget Criterion

Applicants should refer to the Budget Definitions ([Appendix F](#)) to prepare the proposed budget and narrative response to this item. Provide an annual budget for the proposed Teacher Residency Expansion Grant Program using [Appendix G](#). The annual budget will be used to determine the

overall grant award for encumbrance before June 30, 2026.

Applicants must also provide a budget narrative explaining how each of these costs was determined/calculated for both the grant funds and the matching funds. Applicants should consider the most efficient and effective use of time, fiscal resources, material resources, and the expertise and preparation of those involved in planning and implementing the Teacher Residency Expansion Grant when determining costs to be funded by the grant funds and costs to be funded by the matching funds.

8. Statutory Priority Points (10 Points)

Applicants must complete and submit the Statutory Priority Points form ([Appendix H](#)).

9. IHE Partnership Letters (15 points)

Each IHE partner named in this application will submit a letter demonstrating their commitment to the partnership and expansion of the residency pathway with the LEA. Letters must be attached for all existing and newly proposed partner IHEs. Required elements of the letter are as follows:

- a) Description of shared recruitment efforts so that resident applicants understand and agree to all elements of the teacher residency program.
- b) The name of the commission-approved credential program(s) included in the teacher residency program.
- c) The plan for how the IHE will group teacher candidates in cohorts to facilitate professional collaboration among residents.
- d) The identification of IHE staff who are the main contacts and who will be responsible for assisting the LEA or consortium in the Teacher Residency Expansion Grant Program annual reporting.

10. Grant Stewardship and Accreditation Status (5 points)

Applicants must complete and submit the Past Grant Awards and Accreditation Status form ([Appendix I](#)). Appendix I requires applicant LEAs to indicate whether or not the applicant LEA and/or the proposed partner IHE has been awarded a state-funded grant administered by the Commission and requires the applicant LEA to indicate the LEA's accreditation status (if applicable) and the accreditation status of the proposed partner IHE.

State-funded grant competitions have been readily available since 2016, and as recently as 2018. LEA applicants applying for this grant opportunity will be assessed on stewardship of past grant awards. The degree to which LEA applicants/IHE partners that previously received Commission-administered grants have repeatedly missed reporting deadlines, have not responded to Commission staff emails/calls, have not informed the Commission of program leadership changes, have used grant funds outside of the approved grant program, or otherwise exhibited poor stewardship of grant funds will be considered. Past stewardship of state-funded grants administered by the Commission may affect whether or not the LEA will be awarded grant funds.

Additionally, Appendix I requires the applicant LEA to know the accreditation status of the applicant LEA and the proposed IHE partner(s). As accreditation is a step in an institution's continuous

improvement process, applications will not be affected if LEA applicants/IHE partners have an accreditation finding of “Accreditation with Stipulations.” It is important to the Commission that applicant LEAs know the accreditation status of all partners included in the Teacher Residency grant program and consider that status when developing a partnership for the grant program.

Summary Review of the Selection Criteria

Application Component	Maximum Points
1. Current Operational Residency Program Overview	5
2. Local Need	10
3. Expanded Teacher Residency Program to be Implemented	15
4. Key Program Personnel and Shared Program Governance	5
5. Sustainability	15
6. Data Collection, Evaluation Reporting, and Partnership Agreements	10
7. Budgets and Budget Narratives for the First Program Year	10
8. Statutory Priority Points	10
9. IHE Partnership Letters	15
10. Grant Stewardship and Accreditation Status	5
Total Points Possible	100

Section III: Application Submission and Process for Application Review

How to Submit the Application

Applicants who wish to compete for funding for a Teacher Residency Expansion Grant must submit **ALL** of the following:

1. An electronic copy of the entire grant application, and
2. Two paper copies of the entire grant application

All emailed applications must be received at the Commission by **5:00 p.m. PDT on Friday, April 15, 2022**. Paper copies must be received or postmarked by this same date and time. Applications not received as noted will not be accepted, reviewed, or evaluated.

Email the electronic copy to: TeacherResGrants@ctc.ca.gov

AND

Mail or deliver the two paper copies to:

Cara Mendoza
Professional Services Division
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811

Format and Length of the Application

Applications should be formatted to an 8 ½ x 11 page, with one inch margins on all sides, using a font of not less than 12 point. Pages may be double or single spaced. The suggested maximum length of an applications not more than 30 double spaced or 15 single spaced pages. Conciseness and brevity are appreciated to the extent possible.

Application Review and Award Processes

Applications received by the submission deadline will be reviewed first for technical compliance with the application instructions and completeness of the application in responding to all required information. Applications that meet the initial technical compliance screening will then be read by a team of Commission staff members.

A recommendation for awarding the grants will be made to the Executive Director and will result in a grant award letter from the Commission and grant acceptance conditions to be signed and returned by each grantee. Further information about the grant process will be provided to grantees following the awarding of the grants.

Funding Considerations

Grantees will be expected to make appropriate yearly progress in implementing their expanded residency model, resulting in an increase in the number of teacher resident candidates and according to the operational plan provided in the funded application. Applicants should note that as a condition of receipt of a grant, the LEA grantee must agree to report outcome data when reports are requested by Commission staff. Failure to comply with funding terms or reporting requirements could put future funding opportunities at risk.

Funds to grantees will be distributed in two payments each fiscal year; 90 percent (90%) of the annual budget amount will be sent first and the second payment of 10 percent (10%) of the annual budget amount will be provided to grantees after the program has complied with annual reporting requirements. An end of year budget form and program report will be collected annually and will be subject to Commission review and approval. Any unspent or unencumbered funds in a given fiscal year will affect the following year's budget disbursement such that the next year disbursement will be adjusted to include funds that had not been spent or encumbered during the previous year.

Fillable RFA Appendices

Appendix A Teacher Residency Expansion Grant Authorizing Legislation

Section 45:

Section 44415.5 is added to the Education Code, to read:

44415.5.

(a) For purposes of this section, the following definitions apply for the Teacher Residency Grant Program:

(1) “Experienced mentor teacher” means an educator who meets all of the following requirements:

(A) Has at least three years of teaching experience and holds a clear credential in the subject in which the mentor teacher will be mentoring.

(B) Has a record of successful teaching as demonstrated, at a minimum, by satisfactory annual performance evaluations for the preceding three years.

(C) Receives specific training for the mentor teacher role, and engages in ongoing professional learning and networking with other mentors.

(D) Receives compensation, appropriate release time, or both, to serve as a mentor in the initial preparation or beginning teacher induction component of the teacher residency program.

(2) “Teacher residency program” is a grant applicant-based program that partners with one or more commission-approved teacher preparation programs offered by a regionally accredited institution of higher education in which a prospective teacher teaches at least one-half time alongside a teacher of record, who is designated as the experienced mentor teacher, for at least one full school year while engaging in initial preparation coursework.

(b) For the 2021–22 fiscal year, the sum of three hundred fifty million dollars (\$350,000,000) is hereby appropriated from the General Fund to the commission for the Teacher Residency Grant Program to support teacher residency programs that recruit and support the preparation of teachers pursuant to this section. This funding shall be available for encumbrance until June 30, 2026.

(c) (1) The commission shall make one-time grants to grant applicants to establish new teacher residency programs, or expand, strengthen, or improve access to existing teacher residency programs that support either of the following:

(A) Designated shortage fields, including special education, bilingual education, science, computer science, technology, engineering, mathematics, transitional kindergarten, or kindergarten, and any other fields identified by the commission based on an annual analysis of hiring and vacancy data.

(B) Local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse teacher workforce that reflects a local educational agency community’s diversity.

(2) Grant recipients shall work with one or more commission-accredited teacher preparation programs and may work with other community partners or nonprofit organizations to develop and implement programs of preparation and mentoring for resident teachers who will be supported

through program funds and subsequently employed by the sponsoring grant recipient.

(3) A grant applicant may consist of one or more, or any combination, of the following:

(A) A school district.

(B) A county office of education.

(C) A charter school.

(D) A regional occupational center or program operated by a joint powers authority or a county office of education.

(d) Grants allocated pursuant to subdivision (c) shall be up to twenty-five thousand dollars (\$25,000) per teacher candidate in the residency program of the jurisdiction of the grant recipient, matched by that grant recipient at a rate of 80 percent of the grant amount received per participant, as described in subdivision (f). Residents are also eligible for other forms of federal, state, and local educational agency financial assistance to support the cost of their preparation. Grant program funding shall be used for, but is not limited to, any of the following:

(1) Teacher preparation costs.

(2) Stipends for mentor teachers, including, but not limited to, housing stipends.

(3) Residency program staff costs.

(4) Mentoring and beginning teacher induction costs following initial preparation.

(e) A grant recipient shall not use more than 5 percent of a grant award for program administration costs.

(f) A grant recipient shall provide a match of grant funding in the form of one or both of the following:

(1) Eighty cents (\$0.80) for every one dollar (\$1) of grant funding received per participant, to be used in a manner consistent with allowable grant activities pursuant to subdivision (d).

(2) An in-kind match of program director personnel costs, mentor teacher personnel costs, or other personnel costs related to the Teacher Residency Grant Program, provided by the grant recipient.

(g) Grant recipients shall do all of the following:

(1) Ensure that candidates are prepared to earn a preliminary teaching credential that will authorize the candidate to teach either in a designated shortage field or in furtherance of subparagraph (B) of paragraph (1) of subdivision (c) upon completion of the program.

(2) Ensure that candidates are provided instruction in all of the following:

(A) Teaching the content area or areas in which the teacher will become certified to teach.

(B) Planning, curriculum development, and assessment.

(C) Learning and child development.

(D) Management of the classroom environment.

(E) Use of culturally responsive practices, supports for language development, and supports for serving pupils with disabilities.

(F) Professional responsibilities, including interaction with families and colleagues.

(3) Provide each candidate mentoring and beginning teacher induction support following the completion of the initial credential program necessary to obtain a clear credential and ongoing professional development and networking opportunities during the candidate's first years of teaching at no cost to the candidate.

(4) Prepare candidates to teach in a school within the jurisdiction of the grant recipient in which they will work and learn the instructional initiatives and curriculum of the grant recipient.

(5) Group teacher candidates in cohorts to facilitate professional collaboration among residents, and ensure candidates are enrolled in a teaching school or professional development program that is organized to support a high-quality teacher learning experience in a supportive work environment.

(h) To receive a grant, an applicant shall submit an application to the commission at a time, in a manner, and containing information prescribed by the commission.

(i) When selecting grant recipients, the commission shall do both of the following:

(1) Require applicants to demonstrate a need for teachers in one or more designated shortage fields or for the purposes described in subparagraph (B) of paragraph (1) of subdivision (c), and to propose to establish a new, or expand, strengthen, or improve access to an existing, teacher residency program that recruits, prepares, and supports teachers to teach in either one or more such fields or in furtherance of subparagraph (B) of paragraph (1) of subdivision (c) in a school within the jurisdiction of the sponsoring grant applicant.

(2) Give priority consideration to grant applicants who demonstrate a commitment to increasing diversity in the teaching workforce, have a higher percentage than other applicants of unduplicated pupils, as defined in Section 42238.02, and have one or more schools that exhibit one or both of the following characteristics:

(A) A school where 50 percent or more of the enrolled pupils are eligible for free or reduced-price meals.

(B) A school that is located in either a rural location or a densely populated region.

(j) A candidate in a teacher residency program sponsored by a grant provided pursuant to subdivision (c) shall agree in writing to serve in a school within the jurisdiction of the grant recipient that sponsored the candidate for a period of at least four school years beginning with the school year that begins after the candidate successfully completes the initial year of preparation and obtains a preliminary teaching credential. A candidate who fails to earn a preliminary credential or complete the period of the placement shall reimburse the sponsoring grant recipient the amount of grant funding invested in the candidate's residency training. The amount to be reimbursed shall be adjusted proportionately to reflect the service provided if the candidate taught at least one year, but less than four years, at a school within the jurisdiction of the sponsoring grant recipient. A candidate shall have five school years to complete the four-school-year teaching commitment.

(k) If a candidate is unable to complete a school year of teaching, that school year may still be counted toward the required four complete school years if any of the following occur:

(1) The candidate has completed at least one-half of the school year.

(2) The employer deems the candidate to have fulfilled their contractual requirements for the school year for the purposes of salary increases, probationary or permanent status, and retirement.

(3) The candidate was not able to teach due to the financial circumstances of the sponsoring grant recipient, including a decision to not reelect the employee for the succeeding school year.

(4) The candidate has a condition covered under the federal Family and Medical Leave Act of 1993 (29 U.S.C. Sec. 2061 et seq.) or similar state law.

(5) The candidate was called or ordered to active duty status for more than 30 days as a member of a reserve component of the Armed Forces of the United States.

(l) For purposes of administering the grant program pursuant to subdivision (c), the commission shall do all of the following:

(1) Determine the number of grants to be awarded and the total amount awarded to each grant applicant.

(2) Require grant recipients to submit program and expenditure reports, as specified by the commission, as a condition of receiving grant funds.

(3) Annually review each grant recipient's program and expenditure reports to determine if any candidate has failed to meet their commitment pursuant to subdivision (j).

(m) If the commission determines or is informed that a sponsored candidate failed to earn a preliminary credential or meet their commitment to teach pursuant to subdivision (j), the commission shall confirm with the grant recipient the applicable grant amount to be recovered from the candidate and the grant recipient. The amount to be recovered shall be adjusted proportionately to reflect the service provided if the candidate taught at least one year, but less than four years, at the sponsoring grant recipient.

(n) Upon confirming the amount to be recovered from the grant recipient pursuant to subdivision (m), the commission shall notify the grant recipient of the amount to be repaid within 60 days. The grant recipient shall have 60 days from the date of the notification to make the required repayment to the commission. If the grant recipient fails to make the required payment within 60 days, the commission shall notify the Controller and the grant recipient of the failure to repay the amount owed. The Controller shall deduct an amount equal to the amount owed to the commission from the grant recipient's next principal apportionment or apportionments of state funds, other than basic aid apportionments required by Section 6 of Article IX of the California Constitution. If the grant recipient is a regional occupational center or program operated by a joint powers authority that does not receive a principal apportionment or apportionments of state funds, or a consortia of local educational agencies, the commission shall notify the Controller of the local educational agency where the candidate taught and the Controller shall deduct the amount owed from the applicable local educational agency's next principal apportionment or apportionments of state funds, other than basic aid apportionments required by Section 6 of Article IX of the California Constitution.

(o) An amount recovered by the commission or deducted by the Controller pursuant to subdivision (n) shall be deposited into the Proposition 98 Reversion Account.

(p) Grant recipients may recover from a sponsored candidate who fails to earn a preliminary credential or complete the period of placement the amount of grant funding invested in the candidate's residency training. The amount to be recovered shall be adjusted proportionately to reflect the service provided if the candidate taught at least one year, but less than four years, at a school within the jurisdiction of the sponsoring grant recipient.

(q) Grant recipients shall not charge a teacher resident a fee to participate in the Teacher Residency Grant Program.

(r) (1) Notwithstanding subdivision (c), the commission may allocate up to twenty-five million dollars (\$25,000,000) of the amount appropriated pursuant to subdivision (b) to capacity grants that shall be awarded on a competitive basis to local educational agencies or consortia, as designated pursuant to this section, partnering with regionally accredited institutions of higher education to expand, strengthen, improve access to, or create teacher residency programs that lead to more credentialed teachers to teach either in shortage fields or in furtherance of subparagraph (B) of paragraph (1) of subdivision (c).

(2) (A) The commission shall determine the number of capacity grants to be awarded and the amount of the applicable grants.

(B) Individual capacity grants shall not exceed two hundred fifty thousand dollars (\$250,000) per grant recipient.

(s) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriation made by subdivision (b) shall be deemed to be "General Fund revenues appropriated for school districts," as defined in subdivision (c) of Section 41202, for the 2020–21 fiscal year, and included within the "total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B," as defined in subdivision (e) of Section 41202,

for the 2020–21 fiscal year.

SEC. 46.

Section 44417.5 is added to the Education Code, to read:

44417.5.

The commission shall conduct an evaluation of the Teacher Residency Grant Program described in Section 44415.5 to determine the effectiveness of this program in recruiting, developing support systems for, and retaining teachers prepared to teach either in commission-designated shortage areas or in furtherance of subparagraph (B) of paragraph (1) of subdivision (c) of Section 44415.5, and provide a report to the Department of Finance and the appropriate fiscal and policy committees of the Legislature on or before December 1, 2027.

Appendix B

Teacher Residency Expansion Grant Intent to Apply (Optional)

[CLICK HERE](#) to access the electronic version of Appendix B available on the Commission's Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

As indicated by the signature of the Superintendent or authorized administrator, it is the intent of the institution identified below to apply for a Teacher Residency Expansion Grant to address the shortage of special education, STEM, computer science, TK, kindergarten, and/or bilingual education teachers and to diversify the teacher workforce to reflect the LEA's community. The institution understands that this optional Intent to Apply must be received by the Commission **by March 25, 2022**, and that submission of this form does not require or otherwise obligate the institution to submit an application to the Commission. Applicants may submit proposals to the Commission without submitting an intent form; however, those who submit an intent form will be emailed any additional information regarding the application process that may become available. A scanned copy of the signed Intent to Apply form may be emailed to TeacherResGrants@ctc.ca.gov or sent by postal mail to:

Cara Mendoza
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811-4213

LEA	
Printed name of Signatory	
Title of Signatory	
Signature <i>electronic signatures are acceptable</i>	
Date	
Consortium application?	Yes* No

Appendix C
Teacher Residency Grant
Application Cover Page and Contact Information

[CLICK HERE](#) to access the electronic version of Appendix C available on the Commission's Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

This form should be the cover page to the application submitted to the Commission.

LEA Applicant Information

Name of LEA Applicant: _____
Mailing Address: _____
City: _____ State: _____ Zip: _____
CD/CDS Code: _____

LEA Contact Information

Name of LEA Contact Person: _____
Title: _____
Telephone: _____
Email: _____

Alternate Contact Information

Name of Alternate Contact Person: _____
Title: _____
Telephone: _____
Email: _____

LEA Fiscal Agent Information

Name of Fiscal Agent: _____
Agency: _____
Mailing Address: _____
City: _____ State: _____ Zip: _____
Telephone: _____
Email: _____

Appendix D

Teacher Residency Expansion Grant

Program Summary, Page 1 of 2

[CLICK HERE](#) to access the electronic version of Appendix D available on the Commission's Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

Directions: Fill in this form as applicable to the Teacher Residency Expansion Grant.

Note: You may select any number of the residency programs listed below; this form may be expanded if additional pages are needed.

Estimate the target number of residents and the proposed per resident spending by credential or program type:

Residency Area	Targeted Number of Residents Annually	Proposed Amount of Grant Funds Per Resident
Special Education		
Special Education with Bilingual Authorization		
Single Subject in a STEM Area		
Single Subject in a STEM Area that Authorizes Teaching of Computer Science		
Single Subject in a STEM Area with Bilingual Authorization		
Single Subject Non-STEM with Bilingual Authorization		
Multiple Subject (to teach in TK or Kindergarten)		
Multiple Subject with Bilingual Authorization		
Dual Credential Please specify the two credentials here: _____		
Diversifying Teacher Workforce that Reflects the LEA Community's Diversity – Special Education		
Diversifying Teacher Workforce that Reflects the LEA Community's Diversity – Multiple Subjects with or without added authorizations		
Diversifying Teacher Workforce that Reflects the LEA Community's Diversity – Single Subjects with or without added authorizations		

Appendix D
Teacher Residency Expansion Grant
Program Summary, Page 2 of 2

1. LEA(s) and school sites where the residents would be placed. Please add rows if needed.

LEA(s)	School(s) for Resident Placement	Number of Residents Annually	Residency Area

2. Provide the rationale for the selection of the identified resident placement schools:

--

3. Partner IHE(s) for the Teacher Residency Expansion Grant

Partner IHE	Residency Area

Appendix E

Teacher Residency Expansion Grant

Assurance Statements and Partnership Agreements, Page 1 of 2

[CLICK HERE](#) to access the electronic version of Appendix E available on the Commission's Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

The Residency Program Assures the Commission that if awarded grant funding:

1. All residents will teach at least one-half time alongside a teacher of record, who is designated as the experienced mentor teacher, **for at least one full school year** while engaging in initial preparation coursework. ([Appendix A \(a\)\(2\)](#))
2. It is the responsibility of the Commission-approved teacher preparation program offered at the regionally accredited IHE to enroll the candidate in the program and to recommend a resident for the preliminary teaching credential once all requirements have been met.
3. Grantee LEAs or consortiums agree to prepare residents to teach and eventually be hired in a school within the jurisdiction of the grant recipient.
4. All residents agree in writing to serve in a school within the jurisdiction of the grant recipient that sponsored the candidate for a period of **at least four school years** beginning with the school year that begins after the candidate successfully completes the initial year of preparation and obtains a preliminary teaching credential. ([Appendix A \(j\)](#))
5. Each resident employed by the grantee LEA will receive mentoring and beginning teacher induction support following the completion of the initial credential program necessary to obtain a clear credential and ongoing professional development and networking opportunities during the candidate's first years of teaching **at no cost to the candidate**. ([Appendix A \(g\)\(3\)](#))
6. The LEA and IHE will cooperatively comply with annual reporting requests including but not limited to:
 - a. Teacher Residency Expansion Grant Program [Annual Report](#)– this template and the exact reporting areas are subject to change.

The Teacher Residency Expansion Grant Program [Projections Report](#)- this template and the exact reporting areas are subject to change.

- b. Results from candidate and program graduate surveys of the quality of preparation they received.
- c. Best practices found to be effective in implementing the program.
- d. Factors promoting or hindering program implementation.
- e. Lessons learned in order to inform future investments in this type of program.

Appendix E

Teacher Residency Expansion Grant

Assurance Statements and Partnership Agreements, Page 2 of 2

Administrative Approval from both the Superintendent or Authorized Administrator of the Applicant Local education agency (LEA) and the Authorized Administrator of the Applicant IHE Partner:

****It is expected that if the application represents a consortium,***

ALL LEA partners will sign these agreements, including partner LEAs within a county office of education*

By signing below, I affirm that:	
<ol style="list-style-type: none"> 1. I have thoroughly read all portions of this application including the assurance statements included on this form. 2. All statements and data contained in this application are accurate. 3. If awarded a Teacher Residency Expansion Grant, the LEA agrees to participation in the activities described as well as the timelines and budgets included in the responses to criterion 1-10 in Section II of this application. 	
Name of Signatory:	
Title of Signatory:	
LEA Signatory Represents:	
Signature: <small><i>Electronic signatures are acceptable</i></small>	
Date:	

Administrative Approval from an Authorized Administrator of the Applicant's IHE Partner(s)

****Please add rows as necessary if the application represents multiple IHE partners****

****It is expected that ALL IHE partners will sign these agreements****

By signing below, I affirm that:	
<ol style="list-style-type: none"> 1. I have thoroughly read all portions of this application including the assurance statements included on this form. 2. All statements and data contained in this application are accurate. 3. If awarded a Teacher Residency Expansion Grant, the IHE agrees to participation in the activities described as well as the timelines and budgets included in the responses to criterion 1-10 in Section II of this application. 	
Name of Signatory:	
Title of Signatory:	
IHE Signatory Represents:	
Signature: <small><i>Electronic signatures are acceptable</i></small>	
Date:	

Appendix F

Teacher Residency Expansion Grant

Budget Definitions

Directions: Use the budget definitions below to inform entries on the Budget Overview Form (Appendix G.)

Mentor Teacher Professional Development/Training: Use this line item for costs relating to training and/or providing professional development for teachers who will serve as Mentor teachers to the residents co-teaching in their classrooms.

Mentor Teacher Stipends: Use this line item for costs relating to providing stipends to Mentor teachers for preparing for their work with the residents in the program.

Mentor Teacher Release Time: Use this line item for costs relating to providing release time to Mentor teachers for preparing for their work with the residents in the program.

Teacher Preparation Costs (Tuition, Fees, Books, etc.): Use this line item for costs relating to the tuition, fees, and books for residents in the partner IHE teacher preparation program.

Salary/Stipends for Residents: Use this line item for funds provided to residents for salaries and/or stipends for living expenses.

Faculty Stipends: Use this line item for funds provided to IHE faculty as stipends for their work in the Teacher Residency Expansion Grant Program.

Faculty Release Time: Use this line item for funds provided to IHE faculty as release time for their work in the Teacher Residency Expansion Grant Program.

Examination Fees for Residents: Use this line item for payments on behalf of residents and/or reimbursements to residents for registration fees for examinations required to earn a preliminary credential.

Induction Support for Residents who complete the Program: Use this line item for Induction costs for residents who complete the Teacher Residency Expansion Grant Program.

Residency Program Staff Costs: Use this line item for a locally determined proportion of the costs relating to management and administration of the Teacher Residency Expansion Grant Program not otherwise covered by the Program Administration line item or by grantee matching funds.

Program Administration: Use this line item for costs relating to management and administration of the Teacher Residency Expansion Grant Program. Note that there is a five percent (5%) cap on grant funds used for program administration purposes but no cap on the amount of matching

funds used for program administration purposes.

Other: Add any additional line items with associated expenditures. For any added category, provide a narrative explanation of the category and how the related costs were determined.

Indirect Costs: Applicants may claim indirect costs as part of their matching funds, but not as part of the use of grant funds. Indirect costs may be claimed at the district negotiated indirect cost rate per the California Department of Education. IHEs that may be partnering with the LEA for the Teacher Residency Expansion Grant will need to discuss their indirect cost matching funds allocations with their LEA partner(s).

Supplement vs. Supplant: grant funds are to supplement and not supplant existing funding or efforts including costs otherwise necessary to operate a school or program without this grant. State funds cannot be used to acquire equipment for administrative or personal use.

Appendix G

Teacher Residency Expansion Grant Budget Overview Form, Page 1 of 3

[CLICK HERE](#) to access the electronic version of Appendix G available on the Commission's Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

Directions: For each teacher residency program component listed in the narrative descriptions of this application, please indicate the number of intended Teacher Residency Expansion Grant Program residents to be supported by that component, and whether the activity will be funded through grant funds and/or local matching funds, as applicable to each component. Use the blank spaces in the table below to add any additional components or services not listed. All categories of planned grant funds expenditures must also be detailed in the budget narrative.

Information regarding Indirect Costs: Applicants may claim indirect costs as part of their matching funds, but not as part of the use of grant funds. Indirect costs may be claimed at the district negotiated indirect cost rate per the California Department of Education. IHEs that may be partnering with the LEA for the Teacher Residency Expansion Grant will need to discuss their indirect cost matching funds allocations with their LEA partner(s).

Reminders and Definitions:

1. The budget submitted on this form must not exceed \$25,000 per resident.
2. Authorizing legislation requires an 80% LEA match to grant funds (\$0.80 district funds per every one grant dollar).
3. Once an application has been approved and a grant award has been disbursed, an LEA or consortium may not alter the list of approved grant funded categories.
4. **Actual Matching Funds** are payments (stipends, release time) or reimbursements made directly from the LEA's accounts.
5. **In-Kind Matching Funds** are costs or portions of costs of services, materials, labor (personnel), equipment, etc. that are provided instead of cash disbursements to a recipient or program.
6. Residents are also eligible for other forms of federal, state, and LEA financial assistance to support the cost of their preparation.

Appendix G
Teacher Residency Expansion Grant
Budget Overview Form, Page 2 of 3

Grant Funds

Program Component	Grant Funds Requested Per Resident	Targeted # of Residents to Receive this Support Annually	Total Grant Funds Requested
Mentor Teacher Professional Development/ Training			
Mentor Teacher Stipend (this may include housing stipends)			
Mentor Teacher Release Time			
Teacher Preparation Costs (Tuition, Fees, Books, etc.)			
Salary/Stipend for Residents (this may include housing stipends)			
IHE Faculty Stipends			
IHE Faculty Release Time			
Examination fees for Residents to Earn a Preliminary Credential (TPA, RICA, CSET, etc.)			
Induction Support for Residents who Complete the Program			
Residency program staff costs			
Program Administration (five percent (5%) cap on grant funds used for this purpose; no limit on matching funds used for this purpose)			
Other (describe below)			
TOTALS			

Appendix G
Teacher Residency Expansion Grant
Budget Overview Form, Page 3 of 3

Matching Funds

Program Component	Actual Matching Funds	In-Kind Matching Funds	Total Matching Funds
Mentor Teacher Professional Development/ Training			
Mentor Teacher Stipend (this may include housing stipends)			
Mentor Teacher Release Time			
Teacher Preparation Costs (Tuition, Fees, Books, etc.)			
Salary/Stipend for Residents (this may include housing stipends)			
IHE Faculty Stipends			
IHE Faculty Release Time			
Examination fees for Residents to Earn a Preliminary Credential (TPA, RICA, CSET, etc.)			
Induction Support for Residents who Complete the Program			
Residency program staff costs			
Program Administration (five percent (5%) cap on grant funds used for this purpose; no limit on matching funds used for this purpose)			
Other (describe below)			
TOTALS			

Appendix H

Teacher Residency Expansion Grant

Statutory Priority Points

[CLICK HERE](#) to access the electronic version of Appendix H available on the Commission's Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

Authorizing statute states that priority consideration will be given to grant applicants who demonstrate a commitment to increasing diversity in the teaching workforce, have a higher percentage than other applicants of unduplicated pupils, as defined in Section 42238.02, and have one or more schools that exhibit one or both characteristics listed below.

Directions: Indicate if the applicant LEA or consortium qualifies for any of the following statutory priority points:

1. Applicant LEA or consortium has a commitment to increasing diversity in the teaching workforce.

- ☐ Yes
☐ No

If "Yes," provide a link to published statements or policies reflecting the commitment to diversity and/or for addressing demographic gaps between students and teachers.

2. Applicant LEA or consortium has one or more schools where fifty percent (50%) or more of the enrolled pupils are eligible for free and reduced-price meals.

- ☐ Yes
☐ No

If "Yes," provide the name(s), location(s), and CD/CDS code(s) of the qualifying school(s).

3. Applicant LEA or consortium has a school that is located in either a rural location or a densely populated region.

- ☐ Yes
☐ No

If "Yes," provide the name(s), location(s), and CD/CDS code(s) of the qualifying school(s).

4. Applicant LEA or consortium has a higher percentage than other applicants of unduplicated pupils as defined in Section 42238.02.

Indicate the percentage of unduplicated pupils in the applicant LEA or consortium. Applicant responses will be compared during the technical review process by Commission staff.

Appendix I

Teacher Residency Expansion Grant Grant Stewardship and Accreditation Status

[CLICK HERE](#) to access the electronic version of Appendix I available on the Commission's Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

Section I - Past Grant Stewardship

In the table below, list the names of all state-funded Commission-administered grants that have been awarded to the LEA, any LEA member listed in a consortium, and any of the IHE partners named in the application. Commission administered grants include:

- Teacher Residency Grant Program
- Classified School Employee Teacher Credentialing Program
- Local Solutions to the Shortage of Special Education Teachers Grant
- Integrated Undergraduate Teacher Preparation Grants

Important note: if applicants and IHE partners have never received a grant award, enter N/A in each column of the first row of the table.

***Please add rows as necessary.**

LEA or IHE Name	Commission-Administered Grant Awarded	Academic Year of Grant Award

Section II – Accreditation Status

In the table below, enter the current accreditation status of each Commission-approved institution (LEA, IHE) - including induction programs - named in the application. For assistance in completing this table, refer to the [Accreditation Report](#) page on the Commission's website.

***Please add rows as necessary.**

LEA or IHE Name	Commission-Approved Teacher Preparation Program	Accreditation Decision (awarded to the unit)	Date of Accreditation Report

Appendix J

Teacher Residency Expansion Grant

Key Characteristics of an Effective Residency Program



CALIFORNIA TEACHER
RESIDENCY LAB

The [California Teacher Residency Lab](#) (Lab), hosted by the [CDE Foundation](#), is a learning community where clinically rich teacher residency program grantees learn from one another and experts, strengthen their intra-program partnerships, and engage in formal and informal networking to support continuous improvement.

The foundation of The Lab's work is rooted in the support teacher residency programs receive in research-based characteristics necessary to create and maintain high-quality and sustainable teacher residency programs.

The Lab is open to all CTC teacher residency grantees, including residency, expansion, and capacity grants. Contact residencylab@cdefoundation.org to learn more.

Characteristics of an Effective California Teacher Residency Program

1. Equity and justice are defined and advanced at all levels of residency work.
2. Authentic partnerships between local educational agencies (LEAs), accredited credentialing institutions, Institutes of Higher Education (IHEs) such as CSUs, and other organizations (e.g., collective bargaining entities and community organizations) are included.
3. The residency system is financially sustainable.
4. Formative and outcome data are collected, analyzed, and used for continuous improvement.
5. Specific hiring needs are defined and filled each year with the recruitment of resident candidates who reflect the district's and community's unique diversity.
6. Residents engage in a full year of clinical practice teaching alongside an accomplished mentor teacher.
7. Coursework and professional learning opportunities are tightly integrated with clinical practice.
8. All residents are mentored by accomplished mentor teachers who reflect their district's and community's unique diversity.
9. Clusters of mentors and residents support and learn from one another at residency partners "teaching schools."
10. Residency graduates are supported to continue their professional learning and develop as leaders.

*These characteristics are informed by research conducted by the [Learning Policy Institute](#) and the [National Center for Teacher Residencies](#).

Appendix K
Commission on Teacher Credentialing
Program Sponsor Alert (PSA 21-03)
Date: March 11, 2022

SUBJECT: AB 320 IMPACT ON PRELIMINARY MULTIPLE SUBJECT, SINGLE SUBJECT, AND EDUCATION SPECIALIST EDUCATOR PREPARATION PROGRAMS

Summary:

This Program Sponsor Alert (PSA) clarifies several changes to the California Education Code as a result of [Assembly Bill 320](#) (Chap. 663, Stats. 2021) and its impact on the preliminary multiple subject, single subject, and education specialist credential programs.

Key Provisions:

On October 8, 2021, the Governor signed [AB 320](#). Effective January 1, 2022, AB 320 made changes to numerous provisions of the Education Code with respect to teacher preparation. Among its many provisions, it clarified that an individual who earned a bachelor's degree at an institution of higher education that was in the process of gaining full regional accreditation is eligible to enter a teacher education program and earn their credential.

Further, the law now defines "regionally accredited" – as it applies to institutions of higher education with teacher preparation programs – in one of two ways. "Regionally accredited" can refer to an institution that has been accredited by the Accrediting Commission for Senior Colleges and Universities, the Western Association of Schools and Colleges, the Higher Learning Commission, the Middle States Commission on Higher Education, the Northwest Commission on Colleges and Universities, the New England Commission of Higher Education, or the Southern Association of Colleges and Schools Commission on Colleges. "Regionally accredited" can also refer to an institution of higher education that held pre-accreditation status at the time the degree of an applicant for a credential was conferred, if that institution achieved full accreditation status within five years of earning pre-accreditation status. It also defines "regionally accredited" to include community or junior colleges that confer baccalaureate degrees and are regionally accredited by one of the seven accrediting agencies mentioned above or by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.

Education Code Section 44259 defines the requirements for the preliminary multiple subject, single subject, and the education specialist credential. AB 320 made changes to Education Code Section 44259.1 (d) (1) governing preliminary multiple subject, single subject, and education specialist programs, as follows:

(d) A postbaccalaureate program of professional preparation may only be offered by a regionally accredited institution of higher education. These programs shall enable candidates for teaching credentials to commence and complete professional preparation after they have completed baccalaureate degrees at regionally accredited institutions of

higher education. The development and implementation of a postbaccalaureate program of professional preparation shall be based on intensive collaboration among the regionally accredited institutions of higher education and local public elementary and secondary school districts.

This language clarifies that only regionally accredited institutions of higher education may offer preliminary multiple, single, and education specialist programs. Separate sections of California Education Code (44325-44329) govern intern programs offered by local education agencies.

Impact on Student Teaching-Based Preliminary Multiple, Single, and Education Specialist Programs

The recent changes in the law clarify that student teaching-based programs in California must be offered by a regionally accredited institution of higher education (IHE) and that the intern option is allowed for local education agencies (LEA). Pursuant to 44259 (d) (1), and in keeping with the Commission adopted standards for the preliminary multiple subject, single subject, and education specialist preparation programs, as well as with the Common Standards, all teacher education programs require a close partnership with local public elementary and secondary school districts in the implementation of their program. LEAs interested in offering student teaching-based programs, including residency programs, as the *program sponsor* may seek to establish a regionally accredited institution of higher education and apply for initial institutional approval by the Commission as such. A few examples of LEAs that have successfully undertaken this process exist in California.

Student teaching-based programs include teacher residency programs. It is important to note that residency programs and intern programs are not the same. They differ in significant ways, mainly that intern candidates are employees of the district and teachers of record whereas residents (candidate enrolled in teacher residency pathways) are student teachers in a year-long student teaching placement. By design, teacher residency programs require that the institution of higher education and the local education agencies with which it partners share responsibilities for the critical operation and success of the program.

Over the past few years, and in the 2021-22 budget year, the state has invested significant state resources in the development and implementation of student teaching-based residency programs. This high-quality pathway offers strong preparation to help address the state's significant teacher shortage. These resources are allocated to local education agencies to support the IHE/LEA partnership. It is important to note that while the state investment is at the LEA level as the grant recipient, the law requires that the program sponsor for such programs be a regionally accredited institution of higher education. Regardless of the source of funding, the law requires that only institutions of higher education approved by the Commission may be authorized to serve as the program sponsor for multiple subject, single subject, or education specialist teacher residency programs. As such, for teacher residency programs, as well as other student teaching-based pathways, it is the institution of higher education that enrolls the candidate in the program and ultimately recommends them for the credential, and not the local education agency partner.

Any student teaching-based program, including a teacher residency pathway, submitted for initial program review after January 1, 2022 (the effective date of AB 320) by a local education agency will not be accepted. LEAs must partner with Commission approved institutions of higher education that are

authorized by the Commission to offer a residency-based program of teacher education. Programs that were submitted by LEAs for a teacher residency pathway prior to January 1, 2022 and that partner with a regionally accredited institution of higher education will be reviewed and if they are deemed to meet the standards and program requirements, will be moved forward to Committee on Accreditation (COA) for consideration and approval. Any LEA student teaching-based programs approved before January 1, 2022, may continue to operate after January 1, 2022, as long as a partnership with an IHE exists.

Important Dates:

January 1, 2022

Background:

AB 130 (Medina) was signed by the Governor on October 9, 2021, effective January 1, 2022.

Sources:

[AB 130 \(Chap. 663, Stats. 2021\)](#)

Contact Information:

Contact Information for the Professional Services Division is available at the [Professional Services Contact webpage](#).